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| **NB Standards Writing Rubric** | |  | **Name: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** | |  |
| **Grade Seven** | |  | **Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_** |  |  |
|  | **1-Very Weak** | **2-Weak** | **3-Appropriate** | **4 Appropriate+** | **5-Strong** |
| **Content** | ▪main idea broad and challenging to manage  ▪include few ideas/events, not always accurate information  ▪details not always relevant |  | • select a specific topic with a main idea that supports the purpose and audience  • include straightforward and thoughtful ideas/events  • include relevant information with details to enhance the ideas |  | ▪introduce a specific topic with a main idea that carries the purpose and audience  • include original and thoughtful ideas  • support ideas with relevant details |
| **Organization/ Structure and Form** | ▪general purpose; difficulty choosing appropriate form  ▪ weak introduction  ▪ideas/events have some apparent order  ▪use common connecting words  ▪no demonstration of grouping of ideas/paragraphs  ▪weak conclusion |  | • select an appropriate form and establish the purpose in the introduction  • show evidence of logical sequencing  • express related ideas in paragraphs  • include a reasonable conclusion |  | • include a strong lead to establish the purpose and form  • demonstrate logical sequencing  • include connections between and within paragraphs  • provide an effective conclusion |
| **Word Choice** | ▪little interesting words or phrases  ▪no attempt of descriptive language or varied verb choice |  | • include precise/interesting words and/or technical language (nouns, verbs, adjectives, adverbs)  • begin to use figurative language (e.g., metaphor, simile) |  | • effectively include varied and precise word choices (e.g., nouns, verbs, adjectives, adverbs)  • use figurative language (e.g. metaphor, simile, analogy) |
| **Voice** | ▪show little awareness of audience  ▪demonstrates little interest in subject  ▪some glimpse of personal feelings or style |  | • connect the audience to the topic/theme  • show commitment to the topic  • begin to generate strong feeling, energy, and individuality |  | • skillfully connect with the audience  • reveal the writer’s stance toward the topic  • demonstrate strong feeling, energy, and individuality |
| **Sentence Structure** | ▪ use simple sentences  ▪ no variety of length or beginning of sentences |  | • include different kinds of sentences, with a variety of complex structures  • include a variety of sentence lengths and beginnings to creates a natural flow of ideas |  | • construct fluent complex sentences  • include an effective variety of sentence lengths and beginnings |
| **Conventions** | ▪use some correct end punctuation in sentences  ▪attempt a few capital letters  ▪little attempt of commas, quotation marks  ▪spell some high-frequency words correctly  ▪little or no attempt at more complex words  ▪little attempt of simple grammar |  | • use correct end punctuation and capitalization  • include internal punctuation (e.g., commas, semi-colons, colons, quotation marks, and apostrophes) and paragraphing of dialogue  • spell familiar and commonly used words correctly; use knowledge of rules to attempt difficult spellings  • use standard grammatical structures (subject/verb agreement and verb tense)  • attempt to use correct pronoun agreement (subjective and objective forms) and clear noun-pronoun relationships |  | • show control with a range of punctuation  • incorporate correct spelling of difficult words including difficult homophones (e.g., principal/principle,  counsel-council); may consult  references  • consistently use standard grammatical structures  • use pronouns that agree in person, number, part of speech, and type |